

## Gallman Elementary

255 Hawkins Rd  
Newberry, SC 29108

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	392 Students	
<b>Principal</b>	Cathryn H. Hartzog	803-321-2655
<b>Superintendent</b>	Bennie Bennett	803-321-2600
<b>Board Chair</b>	Lee Attaway	803-345-7083

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	6	54	45	4

## IMPROVEMENT RATING

## GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

## NO

This school met 13 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	No
<b>2005</b>	Below Average	Below Average	Yes
<b>2006</b>	Average	Good	No

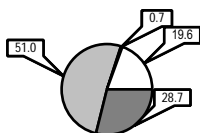
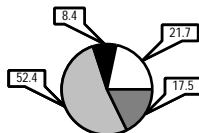
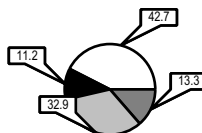
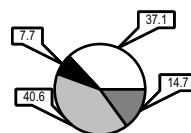
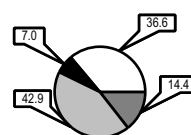
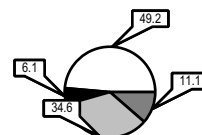
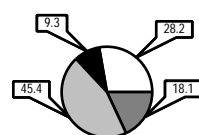
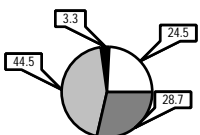
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	166	91.0	15.6	52.6	29.6	2.2	43.0	Yes	Yes
<b>Gender</b>									
Male	97	92.8	17.9	59.0	20.5	2.6	34.6	N/A	N/A
Female	69	88.4	12.3	43.9	42.1	1.8	54.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	37	86.5	3.8	50.0	38.5	7.7	61.5	I/S	I/S
African American	98	89.8	15.5	56.0	27.4	1.2	36.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	29	100.0	30.4	39.1	30.4	0.0	47.8	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	124	100.0	13.4	50.0	35.7	0.9	49.1	N/A	N/A
Disabled	42	64.3	26.1	65.2	0.0	8.7	13.0	I/S	No
<b>Migrant Status</b>									
Migrant	7	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	159	90.6	14.5	53.4	29.8	2.3	43.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	25	100.0	33.3	38.1	28.6	0.0	42.9	I/S	I/S
Non-Limited English Proficient	141	89.4	12.3	55.3	29.8	2.6	43.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	128	94.5	17.8	54.2	27.1	0.9	37.4	Yes	Yes
Full-pay meals	38	78.9	7.1	46.4	39.3	7.1	64.3	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	166	91.0	16.3	54.8	19.3	9.6	43.0	Yes	Yes
<b>Gender</b>									
Male	97	92.8	16.7	59.0	14.1	10.3	42.3	N/A	N/A
Female	69	88.4	15.8	49.1	26.3	8.8	43.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	37	86.5	0.0	53.8	23.1	23.1	50.0	I/S	I/S
African American	98	89.8	19.0	57.1	17.9	6.0	40.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	29	100.0	26.1	43.5	21.7	8.7	47.8	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	124	100.0	13.4	56.3	19.6	10.7	46.4	N/A	N/A
Disabled	42	64.3	30.4	47.8	17.4	4.3	26.1	I/S	No
<b>Migrant Status</b>									
Migrant	7	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	159	90.6	14.5	56.5	19.1	9.9	43.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	25	100.0	28.6	42.9	23.8	4.8	47.6	I/S	I/S
Non-Limited English Proficient	141	89.4	14.0	57.0	18.4	10.5	42.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	128	94.5	17.8	58.9	16.8	6.5	40.2	Yes	Yes
Full-pay meals	38	78.9	10.7	39.3	28.6	21.4	53.6	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	166	93.4	40.9	34.2	12.8	12.1	24.8
<b>Gender</b>							
Male	97	93.8	33.3	39.3	11.9	15.5	27.4
Female	69	92.8	50.8	27.7	13.8	7.7	21.5
<b>Racial/Ethnic Group</b>							
White	37	86.5	20.0	26.7	13.3	40.0	53.3
African American	98	93.9	45.7	37.2	11.7	5.3	17.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	29	100.0	43.5	34.8	17.4	4.3	21.7
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	124	100.0	34.8	35.7	15.2	14.3	29.5
Disabled	42	73.8	59.5	29.7	5.4	5.4	10.8
<b>Migrant Status</b>							
Migrant	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	159	93.1	40.0	34.5	13.1	12.4	25.5
<b>English Proficiency</b>							
Limited English Proficient	25	100.0	47.6	38.1	9.5	4.8	14.3
Non-Limited English Proficient	141	92.2	39.8	33.6	13.3	13.3	26.6
<b>Socio-Economic Status</b>							
Subsidized meals	128	95.3	45.6	36.8	12.3	5.3	17.5
Full-pay meals	38	86.8	25.7	25.7	14.3	34.3	48.6

<b>Social Studies</b>							
All Students	166	93.4	35.6	39.6	14.1	10.7	24.8
<b>Gender</b>							
Male	97	93.8	32.1	40.5	10.7	16.7	27.4
Female	69	92.8	40.0	38.5	18.5	3.1	21.5
<b>Racial/Ethnic Group</b>							
White	37	86.5	23.3	26.7	26.7	23.3	50.0
African American	98	93.9	38.3	42.6	9.6	9.6	19.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	29	100.0	34.8	47.8	17.4	0.0	17.4
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	124	100.0	30.4	42.9	17.9	8.9	26.8
Disabled	42	73.8	51.4	29.7	2.7	16.2	18.9
<b>Migrant Status</b>							
Migrant	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	159	93.1	35.2	39.3	14.5	11.0	25.5
<b>English Proficiency</b>							
Limited English Proficient	25	100.0	38.1	52.4	9.5	0.0	9.5
Non-Limited English Proficient	141	92.2	35.2	37.5	14.8	12.5	27.3
<b>Socio-Economic Status</b>							
Subsidized meals	128	95.3	38.6	41.2	12.3	7.9	20.2
Full-pay meals	38	86.8	25.7	34.3	20.0	20.0	40.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	61	96.7	11.3	49.1	39.6	0.0	39.6
	4	49	100.0	27.9	53.5	16.3	2.3	18.6
	5	68	100.0	36.1	52.5	11.5	0.0	11.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	57	93.0	14.9	42.6	40.4	2.1	42.6
	4	54	92.6	13.0	50.0	37.0	0.0	37.0
	5	55	87.3	19.0	66.7	9.5	4.8	14.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	61	96.7	37.7	49.1	11.3	1.9	13.2
	4	49	100.0	30.2	44.2	18.6	7.0	25.6
	5	68	100.0	36.1	57.4	4.9	1.6	6.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	57	93.0	23.4	57.4	14.9	4.3	19.1
	4	54	92.6	10.9	45.7	30.4	13.0	43.5
	5	55	87.3	14.3	61.9	11.9	11.9	23.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	61	96.7	49.1	43.4	5.7	1.9	7.5
	4	49	100.0	39.5	44.2	11.6	4.7	16.3
	5	68	100.0	73.8	26.2	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	57	100.0	62.7	27.5	5.9	3.9	9.8
	4	54	92.6	20.0	40.0	22.0	18.0	40.0
	5	55	87.3	39.6	35.4	10.4	14.6	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	61	96.7	34.0	50.9	7.5	7.5	15.1
	4	49	100.0	30.2	58.1	7.0	4.7	11.6
	5	68	100.0	54.1	41.0	4.9	0.0	4.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	57	100.0	39.2	47.1	9.8	3.9	13.7
	4	54	92.6	20.0	36.0	24.0	20.0	44.0
	5	55	87.3	47.9	35.4	8.3	8.3	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 392)</b>				
First graders who attended full-day kindergarten	95.0%	Down from 96.6%	100.0%	100.0%
Retention rate	5.3%	Up from 2.5%	3.6%	2.8%
Attendance rate	96.5%	Down from 96.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.5%	Down from 10.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	8.5%	Down from 10.2%	0.4%	0.0%
Eligible for gifted and talented	3.9%	Up from 1.1%	7.0%	10.4%
On academic plans	35.3%	N/AV	40.9%	33.6%
On academic probation	21.1%	N/AV	0.3%	1.0%
With disabilities other than speech	9.6%	Down from 14.1%	8.9%	7.5%
Older than usual for grade	2.5%	Down from 3.0%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
<b>Teachers (n= 32)</b>				
Teachers with advanced degrees	59.4%	Up from 38.2%	51.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	17.6%	N/A	2.5%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	71.3%	Down from 71.6%	87.1%	87.3%
Teacher attendance rate	94.5%	Down from 95.2%	95.1%	94.9%
Average teacher salary	\$41,425	Up 3.8%	\$42,240	\$42,485
Prof. development days/teacher	22.3 days	Up from 17.5 days	13.2 days	13.3 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Up from 14.3 to 1	17.9 to 1	18.6 to 1
Prime instructional time	88.6%	Down from 90.5%	89.7%	89.7%
Dollars spent per pupil*	\$7,654	Up 33.3%	\$6,783	\$6,557
Percent of expenditures for teacher salaries*	70.5%	Up from 67.2%	63.7%	64.0%
Percent of expenditures for instruction*	76.9%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	9.5%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Gallman Elementary continues Leaping into Learning in its second year as the new Gallman Elementary School. The staff, parents and community continue to work together to provide quality educational opportunities for all our students. Our warm, caring atmosphere exhibits the characteristics of our Red Carpet Award. Students have thrived in this environment and reached out to others through activities supported by the school such as Adopt-A-Family, Pennies for Patients, American Red Cross, Jump Rope for Heart and our extensive recycling programs.

During the 2005-06 school year the faculty met to identify students' areas of academic strength and areas needing improvement using the recent PACT and MAP scores as well as teacher observation. An analysis of our data prompted us to focus our attention in the areas of reading and writing. Our Curriculum Coordinator assisted the teachers in establishing class libraries and a leveled bookroom. She coordinated our school-wide Book Studies and taught an assessment course for interested staff. Along with literacy, we noted a weakness in the area of science. Our science coach provided assistance to teachers through weekly grade level meetings and classroom observations with scheduled follow-up sessions.

Gallman teachers have been offered many opportunities to expand their knowledge and expertise through attendance at workshops, working with site-based consultants, taking technology training and by pursuing advanced degrees. Approximately 15% of our teachers have received advanced degrees this year.

Several school-wide programs and activities have been implemented to promote achievement and encourage students to exemplify good habits. An Awards/Celebration Day is held each nine weeks, Brag Tags are sent home to parents to recognize positive accomplishments, and the establishment of grade level flower and vegetable gardens are some of the activities that encourage our students to be successful and to enjoy school.

The highlights of our year include receiving the Healthy Hearts program funded through a grant with the Newberry County Hospital promoting healthy lifestyles, a 21st Century After-School program, the purchasing of over \$12,000 of books for classrooms with Title one funds, the Parenting workshops and Family Night events throughout the year supported by the PTO and Parenting Coordinator, the adding of a water garden and student designed stepping stones in front of the school made possible with EIA grant funds, and the acquiring of piano keyboards for the music class and an Automated External Defibrillator (AED) for the school health room purchased by the PTO.

Learning at high levels in a safe nurturing environment with the support of families and the community will continue to be our goal at Gallman Elementary School.

Cathie Hartzog, Principal  
Karen Lever, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	36	45	41
Percent satisfied with learning environment	94.4%	75.6%	90.2%
Percent satisfied with social and physical environment	100.0%	82.2%	90.0%
Percent satisfied with school-home relations	72.2%	97.8%	85.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.